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MONTANA SCHOOLS

Office of Public Instruction, Nancy Keenan, Superintendent

Volume 33, No. 4 Summer 1990

PLEASE RETURN



"Pipe and Skull," by Darren Old Coyote, Grade 10, Lodge Grass High School.

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Supreme Court Overrules Itself on Nontenure Rights

(See Superintendent's Notes, page 2.)

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- And more . . .

"As the Sound of Drums"

Poetry and art work by the students of Mick Fedullo and Maggie Carlson Yellowtail. Page 6.

Survey responses are still rolling in . . .

Many thanks to all of you who took time to complete the *Montana Schools* Readership Survey, paste on a 25-cent stamp, and mail us your thoughts! We're pleased with the response. As of this printing, the Office of Public Instruction has heard from 231 teachers, 94 administrators, and 41 "others" (librarians, school board members, university personnel, counselors, school nurses). Responses came from schools of every size and grade range, and from 45 different counties. And responses continue to roll in every day.

We've learned a lot from this survey about what you want in an OPI publication. You've given us some superb suggestions for ways to meet your information needs. We'll be cross-tabulating results and weighing all the "evidence" during the summer as we plan the fate of *Montana Schools* and the future of OPI communiqués.

Here's a brief look at what people have told us so far:

Readership

Two hundred eighty-five people said they usually read *Montana Schools*, 62 said they occasionally read it, and nine said they never read it. Eight said they read it when/if it gets routed to them. Only two brave souls had picked it up for the first time and said the last issue was the first they had read.

Preferences

In the "most/least useful articles" department, awards/honors received by Montana teachers and students came in last in popularity, although 219 people still checked that information as "most useful." Educational innovations was the top vote-getter for "most useful." This was corroborated by the many people who said they want more articles on "excellent educational practices" and "ideas that work in schools."

The list of suggested articles is

long enough to plan for future issues for years to come. Here are some of the top choices:

- Articles "from the field" (written by students, teachers, principals),
- Grants information,
- Available free materials for schools,
- Parent/community involvement, and
- Curriculum and how to implement the standards.

Suggestions for Improvement

Timeliness. Not surprisingly, timeliness was the most often-mentioned suggestion for improving *Montana Schools*. As fate would have it, the issue that bore this survey was the one that got lost in the twilight zone between printing and mailing (see accompanying story). Twenty-six people pointed out that several workshop and contest dates were long gone by the time the paper arrived. Profound apologies for this incon-

venience

Distribution. Sixteen people requested one copy per teacher;

Continued on page 12

Snafu Delayed Last Montana Schools

Due to technical difficulties of epic proportion, the last issue of *Montana Schools* arrived two weeks behind schedule. To make a long story short, the paper essentially disappeared between the printing and mailing procedures.

We apologize for the delay and any inconveniences it caused!

SUPERINTENDENT'S NOTES

Most weeks provide surprises, some more memorable than others. But last week's surprise was a real "shocker" when, on May 15, the Montana Supreme Court overruled itself on nontenure rights.

In *Birgenheier v. Yellowstone County School District*, Docket No. 89-552, the Montana Supreme Court overruled a 1984 Supreme Court statement in *Bridger Education Association v. Board of Trustees*. The May 15 decision by the court stated:

It is apparent that Bridger has caused interpretive problems for the parties. In Bridger, the key statement was:

"The non-tenured teacher is entitled to a notice which states what undesirable qualities merit a refusal to enter into a further contract."

That statement was not required for the holding in Bridger. In addition, it is somewhat inaccurate. It suggests that in the absence of undesirable qualities which merit a refusal to enter into a further contract, a nontenured teacher may not be terminated. That is not a re-

quirement of Section 20-4-206, MCA. That section only requires a statement in writing of the reasons for termination upon the request of the nontenured teacher. We therefore overrule the statement in Bridger that a nontenured teacher is entitled to notice which states what undesirable qualities merit a refusal to enter into a further contract.

In addition, the court clarified that the only requirement for termination of a nontenured teacher is timely notice. The court stated:

Here [in Birgenheier] the School District timely gave the required notice. As a result of the giving of that notice, the plaintiff was terminated for the ensuing school fiscal year. Under the statute, a statement of reasons was not required in order to effectively terminate the plaintiff. We emphasize that under the statute, the notice of termination is sufficient even in the absence of any statement of reasons.

The court's decision in *Birgenheier* has a direct effect on three

of my recent decisions—*Whalon, Justice, and Hill*. These decisions required an evidentiary hearing at the county superintendent level to scrutinize reasons given for the termination of nontenured teachers. The language of the Supreme Court in the 1984 *Bridger* decision was the "heart" of these three decisions. In overruling the statement in *Bridger* that a nontenured teacher is entitled to a reason for termination defining the teacher's undesirable qualities, the Supreme Court eliminated the primary legal rationale for *Whalon, Justice, and Hill*.

The current law under *Birgenheier* appears to be as follows: A school district need only give a nontenured teacher timely notice to terminate the teacher. Only failure to give the timely notice will result in the teacher being reelected to another contract term unless there are other requirements in a collective bargaining agreement between the district and the teachers.

It is unclear at this time

whether a nontenured teacher has the right to a hearing before a county superintendent of schools under the Rules of Controversy without a constitutional claim.

Nancy Keenan



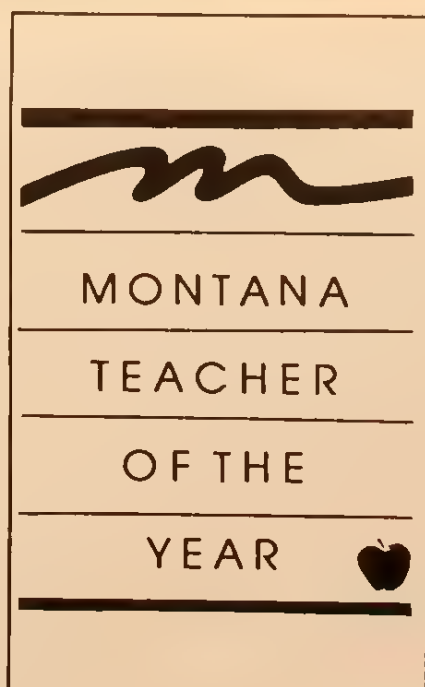
1991 Montana Teacher of the Year Program

Each year, the Office of Public Instruction honors the valuable contributions of a Montana classroom teacher. The Teacher of the Year is not "the best teacher in the state"; rather, she/he is an exemplary and articulate representative of Montana's many outstanding teachers, a spokesperson and advocate of education.

Schools, groups, or individuals may nominate Teacher of the Year candidates. From this "Honor Roll of Montana Teachers," a state winner and two finalists are selected. The Montana Teacher of the Year becomes the state's nominee for National Teacher of the Year, a program sponsored by the Council of Chief State School Officers and *Good Housekeeping* magazine.

You are encouraged to participate in this important program by nominating and honoring an exemplary teacher. In this way, the program's underlying purpose—advocacy of education and the recognition of excellent teaching—will reach every Montana community.

The deadline for submitting applications is **September 28, 1990**. Applications are available from Marlene Wallis, Office of Public Instruction, State Capitol, Helena 59620 (444-3693).



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The Czech's in the Mail—We Hope

Czechoslovakian teacher Jaroslav Teply has watched Eastern Europe struggle through titanic changes. He lived through the 1968 Soviet invasion of his homeland. He taught as a non-Communist under a Communist principal. As an elected member of his country's official pro-democracy organization, he took part in the historic events that led to the current upheaval in the Eastern Bloc.

As a teacher, Teply has a unique perspective on how these changes have affected governments, societies, schools, and the environment in Eastern Europe. In order to help Montana teachers understand contemporary Eastern European culture and incorporate it into the curriculum, the Office of Public Instruction hopes to bring Teply to Montana to work as a social studies consultant.

If the U.S. Department of Immigration grants Teply a visa, he will come to Montana on contract for a year. He'll work with such groups as the Montana Council of Teachers of Social Studies, Association for Gifted and Talented Education, Montana Education Association, and Montana Federation of Teachers to develop curriculum materials, lesson plans, and resource guides. He will also be available to speak to classes and groups.

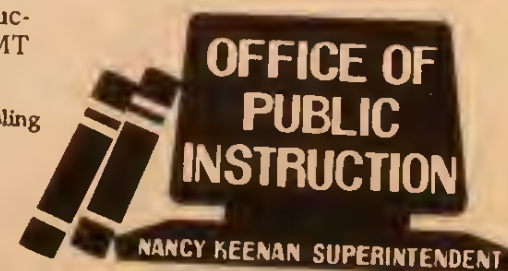
Teply teaches English, geography, and physical education. He translates six languages and holds the highest rating given to European coaches. He has a wealth of knowledge to offer, and if all goes as planned, he'll be here soon to share it with Montana educators. If the Immigration Department mails him his visa, OPI will mail you more information on this project.

POSTMASTER: Send address changes to Office of Public Instruction, Capitol Station, Helena, MT 59620.

Nancy Keenan
State Superintendent
of Public Instruction

Sanna Kiesling
Editor

Gail Hansen
Typography



"Supes"

A look at the changing role of Montana's county superintendents

They don't call them superintendents for nothing. In today's complex educational scene, Montana's county superintendents must perform superhuman feats on a regular basis—and on ever-shrinking budgets.

Take Lewis & Clark County's Kay McKenna, for example. In a typical day, McKenna might have to deal with a burst boiler in one of her rural schools, three dicey certification issues, and a case of child abuse . . . all before noon.

The afternoon could find her mediating a truancy case involving a young alcoholic in treatment, auditing a home school, or testifying before a legislative committee. By 2 p.m., she could be driving 76 miles to Augusta to present a workshop on AIDS. (Since she only has a one-third-time secretary, she has been paying for her own gas in order to buy an office computer.)

For a quiet evening, she might curl up with a stack of reports or attend a meeting of one of her nine school boards. McKenna's working day easily could last until 10:30 p.m.

McKenna was elected county superintendent five and a half years ago. She left teaching and took an \$8,000-per-year cut in salary to take the job. Like most new county "supes," McKenna had never written a budget or a tuition agreement, chaired a hearing, certified a bus driver, run a school

election, or interpreted school law. Nevertheless, a fat volume of Montana codes and administrative rules required her to do all that and much more. Beyond a few workshops provided by the Office of Public Instruction, McKenna received no training.



Lewis & Clark County SUPERintendent Kay McKenna.

Sleepless nights

McKenna spent a lot of sleepless nights during her first year in office. For one thing, she had to get up-to-speed on a multitude of unfamiliar issues. "You're dealing with experts in every field, from special education to transportation

supervisors," she explains. "You have to educate yourself to their level so your office has credibility."

During her term, McKenna has brought a tremendous amount of credibility and professionalism to her office. She's proud of that. She's proud of the excellent services her office provides for kids. But she's leaving at the end of the year.

More demands . . . less funding

McKenna has decided not to seek reelection because of her frustration with funding. Like most of her colleagues, she faces a mushrooming list of responsibilities and a dwindling budget. "The demand for services keeps going up; the budget keeps going down," she says. "It's demoralizing. I've begged, borrowed, stolen, and written grants. I can't fund this office like it's been funded."

McKenna points to Initiative 105, the property tax freeze passed in 1986, as a major cause of budget woes. After I-105 passed, she recalls, "we had to do every budget differently. We had nothing to fall back on." Her teachers didn't get raises. She delayed every project she possibly could—until Augusta School's roof blew off. *That* project would not be delayed.

In the meantime, problems such

as teen pregnancy, drug use, child labor, and abuse and neglect have continued to grow. Then, last year, the Montana Legislature passed sweeping new accounting and legal requirements and new accreditation standards. "This has been a tremendously traumatic year," says McKenna. "Everything has changed."

"Not enough people realize what a tough job our county superintendents have," says State Superintendent Nancy Keenan. "They have to be accountants, judges, teachers, and magicians—and the list keeps growing. Few comparable jobs require such diversity and pay so little."

Despite the frustrations, McKenna is excited about changes in education and changes in the office of county superintendent. For several years, she says, the Montana Association of County Superintendents has been working to bring more professionalism to the office.

And despite the agonizing decisions and sleepless nights, she will miss being a county superintendent.

"I feel really good about what I've done," says McKenna. "And there's a hundred thousand more things I could do."

For a county superintendent, there always is.

Superintendent Keenan Appoints Sara Young to MHSA Board

In April, Superintendent of Public Instruction Nancy Keenan announced her appointment of Sara L. Young to the Montana High School Association Board of Control. This appointment is one of two "public member" appointments approved by the MHSA at its January 1990 meeting. Governor Stephens will make the other appointment.

Young is the personnel director for Bozeman Public Schools. She has experience in employee relations with the Western Energy Company, and she has experience in school administration as an assistant school superintendent and a district superintendent.

Young is an active supporter of Montana high school activities, having missed only two Class B Southeastern Division boys'

basketball tournaments in the past 32 years. Both her daughter and son are athletes from Montana schools. Young will begin her four-year appointment to the MHSA board on July 1, 1990, when she will become the second woman and first Native American member of the board.

In announcing her appointment, Keenan said, "The Office of Public Instruction and MHSA have made important progress toward improving sports equity in Montana schools. There is still much to do, and I know Sara's commitment to quality and equitable education will be an important contribution to our continuing efforts. Sara's skills in working with people of a variety of interests and opinions will serve her well on the MHSA board."

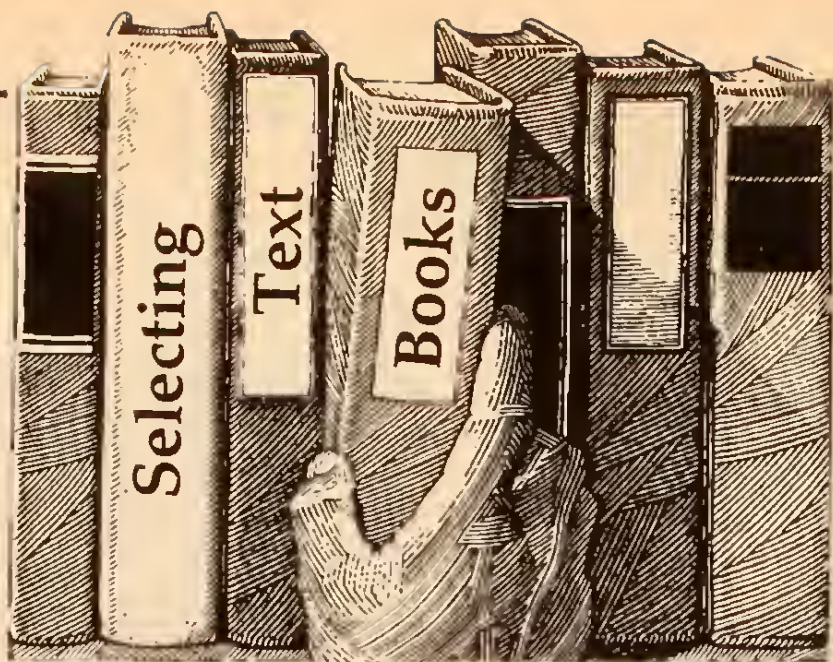


New MSHA board member Sara Young.

New OPI Motorcycle Education Specialist

Jim Bernet recently joined the Office of Public Instruction staff as the Motorcycle Safety Education Specialist. Jim comes to OPI from the Department of Labor and Industry, where he spent 10 years as a manager/planner. His enthusiasm for motorcycle education and safety, along with his experience managing people and programs, will provide the leadership needed to establish the motorcycle safety program statewide.

Jim currently is developing a system of permanent training sites around the state to provide training for novice and experienced riders.



*Suggested strategies compiled by
June Atkins, OPI Reading Specialist*

Textbook selection in the U.S. used to be quite simple. As Nila Banton Smith reminds us, choices in colonial America were limited to the *New England Primer* and the *Holy Bible*. Throw in a slate and a lunch pail, and children were fully equipped for the school year.

Textbook selection is much more complex today. Your responsibility, whether you're selecting individually or as part of a group making recommendations, is to make an educated choice—because the consequences of that

choice are monumental. The outlay of expense involved does not allow a margin for error. Once the decision is made, you must live with it for five or six years. Also, although the text should not dictate the curriculum, studies suggest that 90 percent of teacher decision-making is governed by textbooks.

Here are some suggestions for selecting textbooks:

Committees. First, decide whether to have a committee. Clarify the committee's authority.

Will the committee make the final decision, make a recommendation to the staff, or simply serve as a search-and-screen body? Next, determine the committee's composition. Representation should include administrators, curriculum supervisors (if appropriate), teachers, parents/community at large, and students (if possible).

Needs assessments. Topics to consider in assessing needs include subject/matter content, social content, readability, "friendliness," instructional design, and production quality. (Some of these are discussed in more depth below.) A variety of methods, such as Delphi technique and surveys, can be used to conduct a needs assessment.

Current research. Planning a research update is critical, especially given the focus on classroom applications currently prevalent in research. Information gathered from the needs assessment and research update can be used to define the ideal textbook. This "vision of the ideal" is useful in guiding the committee and designating selection criteria.

Initial screening checklists can be used to limit the number of texts for more intensive evaluation. Develop a checklist using the "vision of the ideal" as a framework. Checklists should be easy to complete, take minimal

time to finish, include quantitative and qualitative ranking, include items relevant to assessed needs, and be comprehensive in addressing each assessed need.

Publisher representatives. Decide whether and how publishers' sales representatives/consultants will be involved. Consider timing. Should representatives/consultants be present before the committee looks at materials, during that time, or after? Establish guidelines, including time allowance for presentations.

Initial screening. Using the established guidelines and checklist, limit choices to three to five texts or textbook series for more in-depth examination.

In-depth examination. Below are some items to examine closely before making the final decision:

Content analysis should include content depth, content comprehensiveness, whether information is current, accuracy of information, authors' (consultants'/reviewers') credentials.

One technique for comparing content among textbooks is a *story sort*, in which similar stories or passages are compared. This allows direct comparison of how different textbooks cover the same content.

Social content of the text should

Continued on page 11.

Hate Groups in Our Schools?

Racism is on the rise in the United States, and white supremacists have targeted our schools. On the national scene, a racist named Tom Metzger has launched the White Aryan Resistance (WAR) and WAR Youth. Both groups are designed to appeal to disaffected white youths. The groups provide a feeling of belonging and purpose to young people who feel they have no options for the future.

This is not just a national phenomenon. In 1984, the Billings school district received threats from a neo-Nazi group that claimed to be organizing in the school system. The White Student Union has circulated literature on the University of Montana campus in the last two years. Recently, a neo-Nazi paramilitary training camp was discovered in Whitefish. Local youths had been involved in the training and had been taken to a meeting at Richard Butler's Aryan compound in Hayden Lake, Idaho.

The youth portion of the white supremacist movement is particularly disturbing because of its penchant for violence. The "Skin

Heads," probably the most visible example of supremacists' efforts to organize youth, have been responsible for murder and assaults from Portland to Atlanta. Older members of the racist movement view "Skins" as the storm troopers in the approaching race war.

The shadow of racism extends to local school politics, as well. Infiltrating the political system at all levels is a clear strategy of the white supremacist movement nationwide. David Duke, a blatant racist who won election to the Louisiana legislature last year, is a prime example. Racist, anti-Semitic candidates have run for office recently in Wyoming and Montana, too. Because local schools provide the easiest access to politics, they can become the focal point for these groups' activities, as exemplified by recent events in Ronan.

The Ronan area has an active group of anti-Semitic activists who follow a racist from Colorado named Pete Peters. (Peters is a national racist leader who champions the notion that Jews are descended from Satan and nonwhites are vir-

tually a different species.) One of the group's local members recently filed for the local school board; another filed for county superintendent. The school board candidate was soundly defeated. The county superintendent candidate faces voters in the June primary.

Perhaps the most unsettling (and instructive) thing about the Ronan experience is that these candidates often do not run on a platform of racism and anti-Semitism. Rather, they campaign on such issues as school funding and curriculum. In Ronan, it was only the work of a local human rights group and a reporter that revealed the candidates' extremist positions. Many of these groups use issues of local concern to recruit members rather than espousing the racism and anti-Semitism which are at the core of their philosophy. Racist groups become a greater concern to our communities and schools as they become more successful at disguising their real agendas.

How can schools counter racist activities? The best way is to organize and educate our schools and communities. Ac-

tivities with school-age youth is a vital part of any community response to the racist movement. For example, the Helena Human Rights Task Force sponsors a youth group called Students Organized Against Racism (SOAR). SOAR holds regular brown bag lunches at Helena High School and invites guest speakers to talk about race issues. The group also sponsors events to celebrate ethnic diversity and works with local minority organizations. SOAR provides a positive model for youth in learning about the diversity we all value in our heritage.

Author Ken Toole works as personnel officer for the Office of Public Instruction. Before coming to OPI, he was an investigator for the Montana Human Rights Commission for six years, serving as the lead staff person dealing with hate groups in Montana. He currently serves on the North West Advisory Board to the Center for Democratic Renewal (formerly the Anti-Klan Network) and on the Helena Human Rights Task Force Board of Directors.

Effective Schools Grants Available

The Office of Public Instruction recently instituted the funding of ESEA Chapter 2 Effective Schools Grants. The grants, part of the Montana Effective Schools Program, are designed to help school districts implement effective schools programs. Three grants (in the amount of \$10,000 each) will be awarded in August 1990 on a competitive basis.

Elements of effective schooling, as defined in the Montana Effective Schools Program, are organized into five groups: 1) a clearly defined curriculum; 2) focused classroom instruction and management; 3) firm, consistent discipline; 4) close monitoring of student performance; and 5) strong instructional leadership. During the 1990-91 school year, the first element, a clearly defined curriculum, will be the focus of grant activities.

Grant applications will be available by June 8, 1990. If you would like an application, please contact the Office of Public Instruction, State Capitol, Helena, 59620 (444-5541). Completed applications will be accepted through

August 6, 1990, with notification of awards by August 15. You are encouraged to develop grant applications in consort with other school districts and to focus grant activities on at least two subject areas. Matching funds will be re-

quired, and each school district may participate in only one grant application.

The Montana Effective Schools Program is intended to be a useful vehicle for continued improvement of education in Montana.

Nancy Coopersmith, Administrator of the Curriculum Assistance Division at OPI, will direct the program. Contact her at 444-5541 if you need assistance with the Montana Effective Schools Program.

Montana History "Hands-on"

Are you planning a field trip to Helena for the next school year? You might want to check out the wonderful student tours of the "Montana Homeland" exhibit available through the Montana Historical Society. Teachers may choose to focus the tour on Montana Indians, Home and Community, or Work and Technology. The tours include hands-on activities, in which students can actually touch and explore artifacts from homesteading, Indians, mining, and cowboy history.

Tours are geared for grades 3-10. Special "touch and feel" tours are offered for preschool-grade 2. You must make reservations in ad-



vance. (Time slots fill quickly during the legislative session, so plan ahead.)

The Historical Society also offers six "footlocker" exhibits, focused on different Montana history themes, for use right in your classroom. These exhibits contain artifacts, photographs, cassette tapes of period music, kid-sized garments, and video tapes showing how to use the footlockers. Call the Historical Society at 444-4794 for more information on the tours and footlockers.

A student gets a close look at an artifact from the Historical Society's footlocker series. (Montana Historical Society photo)

Legal Briefs

The following are recent court cases of concern to Montana educators.

Harlem School District No. 12 v. Wallace and Loretta Bech et al., CDV 89-657, decided April 6, 1990. This was a district court case affirming the decision of State Superintendent Nancy Keenan. Nine Harlem students applied to Harlem School District to pay tuition for them to attend school in another district. The Blaine County superintendent ordered the tuition, and Superintendent Keenan affirmed.

Elementary school tuition is mandatory under 30-5-301, MCA, when the child lives more than three miles from a school and either wants to attend a closer school or the child's district does not provide transportation. Otherwise, tuition approval is discretionary depending on distance and road conditions. High school tuition is mandatory when the child lives closer to another high school than the one in his/her district, or when it is impractical to attend the nearest high school. However, if transportation is provided, approval is discretionary.

Harlem could have fulfilled its requirements if it had offered transportation contracts to the students' parents. It did offer to

enter into transportation contracts on September 10, 1988, but the offer was too late and did not meet statutory requirements for tendering a contract.

Canyon Creek Education Association and Karen Tinnies v. Board of Trustees, Yellowstone County School District No. 4, 47 St. Rep. 93 (1990), decided by Montana Supreme Court January 11, 1990.

This case was an appeal concerning a breach of the terms of a collective bargaining agreement. The court held that unless a school system claimant's cause of action falls under the three exceptions enumerated in *Throssell*, she/he must present her/his claim to the county superintendent, invoking and completing the administrative process first before resorting to the courts.

The three limited exceptions of *Throssell v. Board of Trustees of Gallatin County School District*, 45 St. Rep. 1228 (1988) are as follows:

- where state agencies have been directly granted primary jurisdiction,
- where the matter is governed by a specific statute, and
- where the board has acted without jurisdiction or in excess of its jurisdiction.

This case affirmatively over-

ruled the *McBride* case, in which the court held that when a teacher brings an action for a money judgment based upon breach of contract, the rule of exhausting one's administrative remedies does not apply.

Through this decision, the court has left very little outside the jurisdiction of the county superintendent and the administrative process.

—Beda Lovitt
OPI Chief Legal Counsel



Street Law Video

The Great Falls police force has teamed up with the two Great Falls high schools to develop an excellent program on street law. You can get a first-hand look at how the program works by viewing a video tape of the street law class in action. The video is available on loan from the Office of Public Instruction's AV library (442-3170). For information on the street law program, contact Sergeant Dan Goyette, Great Falls Police Department (727-5881).

"As the Sound of Drums"

When Mick Fedullo makes a repeat visit to a school, it's not unusual for kids to start cheering. That's a tribute you might associate with sports heroes more than poetry teachers, until you understand the chemistry Fedullo creates between kids and poems. With poetry, Fedullo makes writing fun for students, shows them the creativity sparkling within them, and most important, builds their self-esteem. To many of his students, especially the Native American kids with whom he primarily works, that makes him a hero in his own right.

Fedullo lives in Pryor, Montana, and teaches in six states. He has worked in several predominantly Indian school districts in Montana for the past seven years, with assistance from the Office of Public Instruction.

During his one- to two-week school visits, Fedullo uses a series of model poems as a framework for teaching. To help kids gain a sense of their worth as Indian people, he usually selects poems by Native American writers. The class discusses each model poem and its techniques, such as alliteration and imagery. Then the students try these techniques for

themselves, writing from their own experience. Frequently, Fedullo says, kids get so excited and inspired during discussions of the models that they'll stop him and ask, "Can we start writing now?" The results are often profoundly insightful, moving, fresh, and imaginative.

Through their poems, students explore subjects such as their own emotions, their culture, ancestors, and the natural world. These themes offer students a culturally relevant approach to learning, something Fedullo believes is essential to stemming the high absenteeism and dropout rates in Indian populations.

The object of his work, Fedullo explains, is not to produce droves of professional Native American poets but to teach students the value of written communication and build their confidence as writers.

"Everything I do is designed so that any kid can succeed," says Fedullo. With traditional Indian values, he says, many students don't want to stand out as achieving more than others. Fedullo turns that around by making success the classroom norm, so students don't want to stand out as *not* suc-

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Swinging in the Wind

From Swinging in the Wind, anthology of student poems from Crow Agency and Fort Smith elementary schools, 1988.

FAMILY

*He stands upon
everyone like
a mighty giant.*

*He shines and
shines till the
day is over.*

*He wakes in the
morning, moving
the fluffy blankets.*

*He watches her
children that brighten
also.*

*He also has a wife who
shines happily at midnight
and brightens the shy.*

Lila Bull Chief

AS THE SOUND OF DRUMS

*As the sound of drums, I
leaned forward and around
I came. I heard a loud cry.*

*As I floated around, I
felt suction. Before I
knew it, I was in a room.*

*I felt a great pain.
Before I knew what
hit me, I felt like
someone who's homeless.*

Jaime White Clay

TUMBLEWEED

*A tumbleweed is like a boy rolling
down a hill. And it is like an old man
that is dying, and when he dies, life
falls off and rolls for eternity.*

Donald Stewart

THE BIGHORN RIVER

*The Bighorn River flows
through the reservation.
As it goes, it meets the
Little Bighorn. They are like
a big brother and a little
brother together.*

*The sound of it makes
the reservation special.
It seems as if it protects
the reservation with happiness
and care. The reservation
knows it has a close friend
and that's the river.*

*The river wants to flow
to all the four winds but
knows it can just flow one way
with the same wind.*

Len Plenty

Looking in the Clouds

From Looking in the Clouds, anthology of poems by students of Crow Agency Elementary, Fort Smith Elementary, Hardin Intermediate, and Hardin Middle schools, 1987.

MY GREAT GRANDMOTHER

*I hear sounds of my great grandmother
trying to talk to me in a soft voice.
I see her hands and head and feet.
She is coming to me and singing old old songs,
and saying, "Come with me to the old valley to sing, to shout,
to dance in the rain and drum with me and
live with me in a teepee and cook and hunt and
ride horses and sit under the tree and eat.*

Donald A. Stewart

WHEN I AM ALONE AT MIDNIGHT

*At midnight the moon
shines on me.
It feels like I am glowing.*

*At midnight the dark clouds
float away as I try to
float away with them.*

*At midnight the flowing
river passes by, as the wind
blows it away.*

Lansen Left Hand

LOOKING IN THE CLOUDS

*Looking at the clouds,
wandering around looking
for designs,
I'm wondering what am I
going to see when I die. I
wonder if you lie on the
fluffy clouds, singing about
your life.*

Eric Power



"Ready to Dance," Dwayne Blacksmith, Grade 9.

"Feather of the Eagle," Shawn Bear
Ground, Grade 12.

ceeding. When he discusses student work in class, for example, he finds something praiseworthy in each poem. "Success generates success," he says. The process works equally well with non-Indians; Fedullo also uses it with Caucasian and Asian students, including Hmong students in the Missoula area.

Humor plays a big role in Fedullo's teaching approach. He believes both kids and teachers must be relaxed to be creative, and he has learned that "the best way to get kids relaxed is to get them laughing." He has collected an extensive repertoire of jokes to keep the laughter—and the creativity—flowing. Apparently, the theory works. Upon returning to schools year after year, Fedullo has found that students often remember the previous year's poetry class in vivid detail. "When they're having fun and experiencing success," he says, "they'll never, ever forget it."

Many of his students' poems are likewise unforgettable, as you will see when you read the selections that follow.

More about Mick Fedullo: Poet-teacher Mich Fedullo has developed a curriculum based on his teaching method called "It's Like My Heart Pounding: Imaginative Writing for American Indian Students," available through Angela Branz-Spall at OPI (444-2423). His nationally acclaimed Expressive Language Institute is scheduled for July 9-14, 1990, in Pryor (for information, contact Larry Cunningham, 259-9976). His preliminary handbook on teaching idiomatic English to Indian Students, *Spilling the Beans*, will be completed next spring. Fedullo is also working as a consultant to E.D. Hirsch, Jr., author of *Cultural Literacy*, to include Native American culture in Hirsch's upcoming cultural literacy curriculum.

Do you have ideas for "techniques that work" in teaching Native American students? Let us know, and we'll share them with other Montana educators. Contact Bob Parsley, Indian Education Specialist, at OPI (444-3013).

Where Does the Moon Go?

From *Where Does the Moon Go?*, anthology of student poems from Crow Agency Elementary, Fort Smith Elementary, Hardin Intermediate schools, 1986.

POW-WOW DANCES

The fancy dancers
come in with their
feathers the colors
of the rainbow
in the shy.

And the lady
fancy dancers
come in with
their shawls;
the fringes, in
a little breeze,
touch my face.

The old people
come in with
their chairs
to watch.

A grandma's face
brightens up
with joy.

A grandfather's eyes
twinkle, and his face
is wrinkled with
happiness.

Anna Three Irons

STREAMS

Streams running through mountains,
finding their way across America.
Animals drinking from the streams,
eagles flying above the streams,
swooping down for a drink.
The streams find other streams,
and fall in love.
Now the streams are not lonely.

Judith Yellowrobe

MY GRANDMOTHER

My grandmother with her
midnight black hair.

She is sad, in front of her
mirror. Her mirror is old
and as cracked as she is
wrinkled.

But she is happy
when she tells me about
when she was young.

Her eyes dance like stars
in the shy,
as she re-lives it all
with words.

Some day she will
be that little girl
again, in heaven.

Michelle Padgett

NORTH STAR

I am the sun's beautiful daughter.
No harm will come to me, for harm cannot pass
through my father's blistering rays.

I will not show myself
during the long, trying days,
for I am the North Star.

I hush away the problems of the day,
for I am the North Star.
I hush away the problems of the day,
when I come to show my beams of love.

Ivy Slattery

In the New World

From *In the New World*, poems by students of Pretty Eagle School and Saint Charles Mission, 1988.

IN THE NEW WORLD

When I was born, I heard
noises I had never heard before.
I knew nothing, but somebody
knew that I was beautiful.
Suddenly I felt something
I've never felt before . . . air.
I was cold at the time and
couldn't see anything, but I knew
that I was special, very special.

I know that I was probably
a pain sometimes, but that
never bothered you, mother.
As I opened my eyes, I saw
something beautiful, you.
And today you still are
beautiful to me, today,
in the New World.

Tommy Nagel

BERRIES

Berries for mother, berries for the family.
When summer comes, wild animals
and berries are bright and shiny.

Trees of berries, berries. Souls
are brightly shining when mother
blesses them like when she blesses me.

Scott Brown

PEACE LIKE A BEAR

In the morning sunlight,
lying under a tree,

thinking of food
on a windy day.

Ryan Harjo



"Buffalo Skull," Chester Medicine
Crow, Grade 10.

RESOURCE NOTES

Resource Notes are written by staff specialists at the Office of Public Instruction. These columns are designed to give Montana educators useful information and access to resources in specific subject areas. If you have questions about what you read here, or if you need assistance in your subject area, OPI's specialists are here to help. Feel free to call them at the numbers listed.

English Language Arts

Summer Enrichment

Summer is a good time to rekindle one's enthusiasm for teaching English and language arts. One easy and inexpensive way is to read several of the great new novels that are showing up in English classes nationwide such as *Cold Sassy Tree*, *Celine*, or *All Together Now*. Perhaps we need to modernize our selection of contemporary literature, which in most schools consists of novels written over 20 years ago.

Try reading some "world literature." One way to teach students about the diversity of worldwide cultures is to use young adult fiction from foreign authors. Some recommended titles are *Balloon Top*, by Nobuko Albery (Japanese); *Cecile*, by Janine Boissard (French); *Who Killed Christopher?* by Irina Korschrnow (German); and *Shadows Across the Sun*, by Albert Likhonov (Russian).

Workshops/Institutes

Attending summer school is my favorite kind of professional development, but institutes and workshops sound equally inviting. Western Montana College offers several workshops this summer: **June 27-29: Whole Language Institute** will feature internationally known presenter Frank Smith of Victoria, British Columbia, and Joan Yatzen of Portland, Oregon. **July 25-28: Storytelling Conference** will feature Jan Lieberman, children's librarian at Santa Clara Public Library and faculty member for San Jose State and Santa Clara universities. Also featured will be Glenda Bell, a colorful speaker and storyteller from Billings, and Ruth Carlstrom, rural school instructor at Carter.

July 19-21: Puppetry Workshop will be presented by Dr. Eve Malo.

Call Susan Jones at 683-7537 (toll-free 1-800-WMC-MONT) for further information.

The Flathead Reading/Writing Institute will offer the **Flathead Valley Literacy Institute** June 18-22. Cost is \$150, which includes three graduate credits through the U of M or Northern Montana College. This whole language institute is for elementary and secondary teachers. Institute leaders Carol Avery and Tom Romano are nationally known leaders in whole language. Carol has authored several relevant articles; Tom wrote *Clearing the Way*, a book on incorporating the reading-writing workshop at the secondary level. Contact Peg Hoppe or Dr. Carol Santa at School District 5, Kalispell 59901 (756-5014).

The **Montana Writing Project** at the U of M, Missoula, is scheduled for June 18-July 13. Check your university catalogues for other special session offerings.

If you miss any of the above opportunities, consider planning ahead to the Shakespeare Institute at MSU, scheduled for summer 1991.

Literary Magazine Contest

Deadline for entries to the NCTE Program to Recognize Excellence in Student Literary Magazines is July 1. If your middle school or high school produces a quality literary magazine deserving national recognition, contact Linda Edwards, 301 8th Ave. S., Lewistown 59457 (538-9078). Student magazines are rated on literary quality, types of writing, quality of editing and graphic design, and student involvement in production.

—Jan Cladouhos
English Language
Arts Specialist

Mathematics

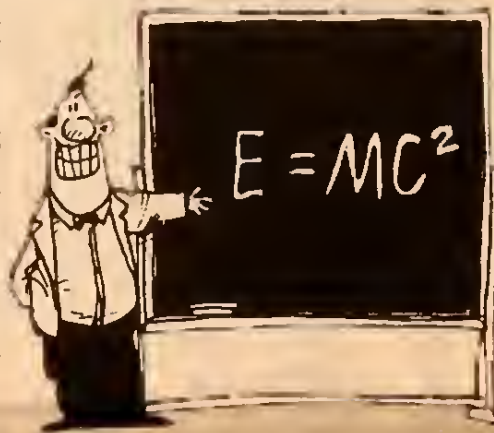
Montana Mathematics Coalition

On May 10, 1990, the first meeting of the Montana Mathematics Coalition took place in Helena, where Superintendent of Public Instruction Nancy Keenan and Governor Stan Stephens welcomed a group of 150 representatives from business and industry, government, school administrators, math educators K-12, university mathematicians, and community leaders.

This coalition conference was funded by a grant from the Exxon Foundation through the Mathematical Sciences Education Board

(MSEB) to the Montana Council of Teachers of Mathematics (MCTM). Robert Kinsky, project director for statewide coalitions from MSEB, spoke on "Mathematics Education in the United States Today, A National Perspective." Gail Digate from the Illinois Mathematics and Science Alliance spoke on "The Illinois Alliance, A Story of the Collaboration—Lessons We Have Learned Along the Way."

The Montana Mathematics Coalition is one of 24 state projects funded by the Exxon Foundation. Codirectors for the coalition are Larry Kaber, Past President, MCTM; and Elizabeth Wing Spooner, Education Coordinator, Montana Power Company.



The aim of the conference was to promote improvement of math education in Montana and to increase membership in the coalition to include wide representation of business and educational groups. For more information, contact Dan Dolan, OPI Mathematics Specialist (444-4436).

Evaluating Standardized Math Tests

The following is excerpted from an article by Tom Romberg, University of Wisconsin, chairman of the National Council of Teachers of Mathematics (NCTM) Standards writing program and others. It describes how six nationally known standardized mathematics tests align with NCTM standards for grades 5-8. Since the math learner goals in the Accreditation Standards for Montana Schools are closely aligned with the NCTM standards, the conclusions at the end of the article are appropriate in considering whether these tests align with the Montana math standards. Teachers and administrators are encouraged to pay close attention to these findings as they develop new assessment procedures for mathematics. You may obtain a copy of the full article by contacting Dan Dolan, OPI, State Capitol, Helena, MT 59620 (444-4436).

Evaluation Standard 1: Alignment (NCTM 1989, p. 193) Methods and tasks for assessing students' learning should be aligned with the curriculum's

- goals, objectives, and mathematical content;
- relative emphases given to various topics and processes and their relationships;
- instructional approaches and activities, including the use of calculators, computers, and manipulatives.

In a recent study, six widely used standardized tests for grade 8 were examined to determine their alignment with the National Council of Teachers of Mathematics 5-8 Standards (Romberg, Wilson, & Khaketla 1990). This study was one of a sequence of studies on mandated testing undertaken by the National Center for Research in Mathematical Science Education.

The six tests were identified in an earlier study (Romberg, Zarinnia, and Williams 1989) as those most widely used at both district and state levels at grade 8 across the country. The tests were Iowa Test of Basic Skills (ITBS, 1986, Level 14, Form 7); California Test of Basic Skills (CTBS, 1985, Level 17/18, Form A); Metropolitan Achievement Test (MAT, 1986, Advanced 1, Forms L & M); California Achievement Test (CAT, 1985, Level 18C, Tests 6 & 7); Stanford Achievement Test (SAT Survey of Basic Skills, 1982, Level 36, Form P); and Science Research Associates Survey of Basic Skills (SRA, 1985, Level 36, Form P).

These six tests were analyzed to determine whether they reflect recommendations made in the 5-8 standards. Each item on each test was classified in three areas: 1) the content it tests; 2) the process required to respond to the item; and 3) the level of the response required.

Each item was first categorized into one of the following seven content areas described in the 5-8 standards: Numbers and Relations, Number and Number Theory, Algebra, Statistics, Probability, Geometry, and Measurement.

Little overall variation was found among the six tests in terms of categorizing the items. For content, most items were found to be in Numbers and Number Relationships, with the rest fairly evenly distributed among the other five categories. Most items, likewise, were found to be in the process area of Computation/Estimation, with 20 percent in Communication.

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tion, and very few in the other four categories. An average of 89 percent of the items were classified as Procedure rather than Concept. Also, within the category of Computation/Estimation, the majority of items were computation, with no more than 10 percent, and in some cases 0 percent, being estimation.

The conclusion is that the current forms of these six widely used standardized mathematics achievement tests do not adequately cover the range of content described in the 5-8 standards. The great majority of items were found to be computations based on algorithmic procedures. The tests do not address any of the four primary standards: problem solving, communication, reasoning, and connections.

These tests are not appropriate instruments for assessing the content, process and levels of thinking called for in the standards. These tests are "based on different views of what knowing and learning mathematics means" (NCTM 1989, p. 191). As the standards get implemented in schools, standardized tests used in those schools will have to change to more accurately reflect the new vision of the mathematics curriculum.

Math Videotapes Available

A videotape called "The Story of Pi" was recently completed by Project Mathematics at the California Institute of Technology. This prize-winning film follows a previous tape called "The Theorem of Pythagoras." The computer-animated videotape shows students that learning math can be exciting and intellectually rewarding.

This videotape, a program guide, and student workbook are available to schools upon request. Just send a blank, 60-minute tape to Dan Dolan at OPI. A few copies of the "Theorem of Pythagoras" and the accompanying program guide and workbook also are still available. Both videotapes apply to grades 7-12 and provide an excellent introduction to pi and the Pythagorean theorem.

Mathematics Technology Workshop

The Mathematics Department at Montana State University and OPI will sponsor a math and technology workshop July 13-14, 1990, at MSU. Jim Swift, mathematics program developer for IBM, will display use of the Algebra Tool Kit and new geometry software,

which is applicable in high school math classes. He will also demonstrate some of the newest math software being developed by IBM. Bert Waits, Ohio State University, will present a workshop using the TI-81 graphing calculator. Bert is a lead author of a precalculus text for high schools and was instrumental in developing the new graphing calculator. He was also a member of the 9-12 writing group of the NCTM Standards.

Participation will be limited to 60 people. A stipend of up to \$100 per participant will be available for Montana teachers. Teachers may apply to Lyle Anderson, Mathematics Department, MSU, Bozeman 59717 (994-5331), or Dan Dolan, OPI, State Capitol, Helena 59620 (444-4436).

Participants will have a chance to buy the new TI calculator at a special price and the precalculus text integrating technology for \$5.00.

—Dan Dolan
Mathematics Specialist

Community Education

Community Service Gets Senate Okay

On March 1, the U.S. Senate passed the National and Community Service Act (S. 1430) by a lopsided, bipartisan 78-19 vote. The measure authorizes a total of \$125 million in funding, mainly for grant programs, to states. If approved by the House of Representatives, it will establish a new Commission on National Service to administer federal grants and a separate "Points of Light" Foundation, as proposed by President Bush, to encourage private-sector service efforts. School- and community-based programs would be eligible for support totaling \$25 million under the bill.

Community Service Resources

In the meantime, some states are not waiting for federal legislation to start community service projects on their own. One of them, Minnesota, has documented its efforts on videotape, a copy of which is free on loan from the Minnesota Department of Education. In addition, the Hitachi Foundation has issued a free videotape and resource guide.

Both videotapes are appropriate for viewing by school boards, advisory councils, service clubs, youth groups, and other community organizations. Both suggest ways for community service to tie in with civics, social studies, self-development, self-esteem, and student leadership.

"All the Difference: Youth Service in Minnesota" is a 28:32-minute videotape (1/2" VHS). The fact that it was written and filmed by students actively involved in Minnesota youth service projects gives it a special authenticity. To request a free loan of the tape and resource guide, contact All the Difference Video and Resource Guide, Community Education Department, Minnesota Department of Education, Capitol Square Building, 550 Cedar St., St. Paul, MN 55101 (612-297-2443).

The Hitachi Foundation's "Today's Heroes: Pedro, Tony and Hope" is a 13-minute videotape (1/2" VHS) with resource guide. It promotes awareness and demonstrates that the opportunity for service is universal regardless of race, sex, socioeconomic status, or academic achievement. To order this free resource, request an order form from The Hitachi Foundation, P.O. Box 19247, Washington, DC 20077-5709 (202-457-0588).

—Kathleen Mollohan
Community Education Specialist

Pupil Transportation

Alert!

If you are planning to travel east to pick up a new school bus, be aware that if you return through South Dakota with a bus, you must stop at all weigh stations and/or ports-of-entry. I know of one transportation supervisor who didn't stop at one of these stations, and he is now short a good chunk of money. I heard that he paid about \$125 in fines. Our GVW people are more friendly to out-of-state people who travel our highways.

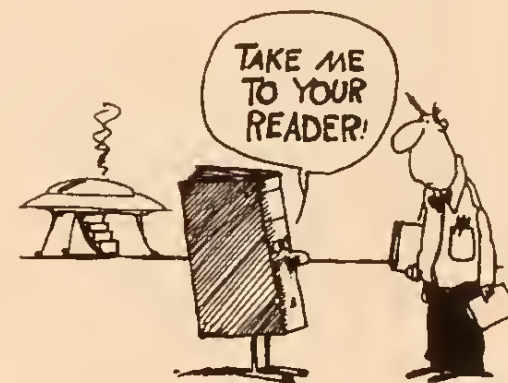
Preschool Transportation

The following is printed from the "Preschool Special Education Guidelines."

If transportation is determined to be a related service for a handicapped child, the local education agency must provide transportation,

or arrange contracts with parents to provide transportation, to and from preschool programs, except when such programs are home based or when transportation responsibilities are shared with a Head Start program through an interagency agreement. Offering a parent a transportation contract does not waive the district's responsibility to make available the related service if the parent rejects the contract.

—Terry Brown
Pupil Transportation Safety Specialist



Reading

Project Success

Eastern Montana College will sponsor Project Success, a writing enrichment program, June 21-22, 1990. This program can be correlated with a literature-based reading program to get the best of both worlds. This language arts program uses a process-oriented approach based on a hierarchy of writing skills with an emphasis on active student participation, shared problem-solving, and higher-level thinking skills for grades 2-8. For more information, contact Cheri Ring, Sandstone School (255-3883).

—June Athins
Reading Specialist

Mathematics/Science

Dwight D. Eisenhower Grant Applications

The Department of Education has notified states of funding for the 1991 DDE Mathematics and Science Improvement Program. Montana will receive \$627,404. About \$450,000 will be distributed

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to school districts that apply for these inservice funds. \$156,851 will be allocated to institutions of higher education to develop inservice programs. The Office of Public Instruction will receive \$23,528 for regional or statewide projects.

Applications have been sent to all district superintendents and to county superintendents who wish to form consortia for rural schools in their jurisdictions. As you apply for this funding program, we call your attention to the following points:

1. Districts that now receive DDE funds must renew the three-year application submitted in 1989. The renewal must include a progress report on needs met during this year and a listing of inservice needs yet to be met. If new needs are to be addressed during the coming year, the original application must be amended on the basis of a needs assessment in the district.

2. Districts wishing to apply for DDE funds for the first time must submit a two-year application. This must include an assessment of inservice needs of math and science teachers in the district, or it may be based on needs contained in the 1989 statewide assessment summary. The district also must describe science and math achievement levels of district students.

3. Districts that have formed consortia and are reapplying with

the same prime applicant need only renew the application as described above. If districts wish to form a new consortium, a new two-year application must be submitted by one district as the prime applicant. That district must submit the authorization form from each participating district. This applies to new consortia and reapplications from existing consortia.

4. All districts have received information concerning participation of private schools in federal programs. Please make sure your district returns these forms to OPI so your DDE application can be processed without delay.

If you have questions, call Bob Briggs, OPI Science Specialist (444-4439), or Dan Dolan, OPI Mathematics Specialist (444-4436).

—Bob Briggs
Science Specialist

—Dan Dolan
Mathematics Specialist

School Foods

Summer Food Service Program

The Summer Food Service Program (SFSP) was established to ensure that, during school vacation, needy children could receive the same high quality meals provided during the school year by the National School Lunch and School Breakfast programs.

Eligibility Requirements:

Organizations that may sponsor the SFSP are limited to: 1) public or private nonprofit school food authorities; 2) public or private nonprofit residential summer camps; 3) state, local, municipal, or county government entities certifying they will operate the program directly at each site under their sponsorship; and 4) private, nonprofit organizations.

When applying, a potential sponsor must demonstrate that it has the necessary financial and administrative capability to meet program objectives and comply with program regulations. Sponsors must also accept final financial and administrative responsibility for all sites under their auspices. All approved sponsors must operate the program according to SFSP regulations, relevant instructions, program guidance materials, and applicable state and local laws.

Sponsors of sites other than camps must serve either 1) an area in which at least 50 percent of the children who live in the area from which the site draws its attendance are eligible for free or reduced price meals in the National School Lunch Program; or 2) a site where at least 50 percent of children enrolled in the program are eligible for free and reduced-price meals in the National School Lunch or School Breakfast program.

Sponsors offering the SFSP at camps may claim reimbursement only for meals served to enrolled children eligible for free or reduced-price meals under Na-

tional School Lunch or School Breakfast program guidelines. Children 18 years old or younger may participate.

Federal Funding: Federal funds are available in the form of per-meal reimbursement rates for SFSP administrative and operating costs. Each sponsor reports monthly to the Office of Public Instruction's Division of School Food Services the number of meals it has served and costs incurred on a claim for reimbursement. Sponsors earn administrative reimbursement at higher rates for rural sites and sites where they prepare their own meals.

Application: Potential sponsors must submit written applications for program participation to OPI, Division of School Food Services. For more information, contact the division (444-2501).

School Food Service Training Conference

The OPI Division of School Food Services will sponsor a school food service training conference again this summer, July 31-August 2, 1990, at the University Center, U of M, Missoula. School administrators have received a letter and pertinent information on the conference. For further information, call the Division of School Food Services (444-2501).

—Gary Watt
Director, Division of
School Food Services

BULLETIN BOARD

Bulletin Board is a listing of resources, events, and announcements of interest to educators. The naming of a service or product does not necessarily mean a recommendation or endorsement by the Office of Public Instruction.

Summer 1991 Fellowships for Foreign Language Teachers

The Rockefeller Foundation recently approved a grant for a sixth year of funding for its highly successful Fellowship Program for Teachers of Foreign Languages in the High Schools. The project will award \$5,000 each to 100 teachers of grades 7-12. This funding provides for eight weeks of summer study, leading to increased linguistic and cultural proficiency and/or innovative curricular materials.

Foreign language faculty are encouraged to begin preparing applications in the summer of 1990 to avoid conflicts with the beginning of the school year. All teachers in private or public schools who meet the eligibility requirements (including three years of teaching a foreign language full time) will be considered. FLES teachers may also be eligible but must consult the program office prior to applying. ESL is not considered a foreign language for the purposes of this program.

The deadline for submission of completed applications for summer 1991 Fellowships is October 31, 1990. Teachers should request applications from the Central Fellowship Office, Rockefeller Fellowships for Foreign Language Teachers in the High Schools, Connecticut College, 270 Mohegan

Avenue, New London, CT 06320. For information call Naimi Gherbi, Coordinator (203-447-7800).

Statehood Centennial Bell Award

This award program, sponsored by Montana news stations KRTV, KXLF, and KPAX, and administered by OPI, seeks to honor the Montana teacher (grades 5-8) who teaches Montana history in the most exemplary manner. The program also seeks to perpetuate the awareness of Montana Statehood Day created on November 8, 1989, when the Montana Statehood Centennial Bell was permanently installed in the state capitol and rung at 10:40 a.m., the time Montana officially became the forty-first state in 1889.

Each applicant will submit a

typed, double-spaced essay (maximum of two pages) describing his/her approach to and experiences in teaching Montana history during the 1989-90 school year. Include three letters of support from an administrator; a parent; and/or a colleague, student, or friend.

The winning teacher and class will travel to Helena to ring the Montana Statehood Centennial Bell on Statehood Day, November 8, 1990, take an escorted tour of the state capitol, and meet with Governor Stephens and Superintendent of Public Instruction Nancy Keenan. The teacher will receive a bell-shaped plaque and \$100 with which to purchase Montana history books for his/her school library. Award sponsors will provide reimbursement for

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lunch and bus mileage to and from Helena.

Entries should be postmarked no later than October 1, 1990 and sent to Nancy Coopersmith, Montana Statehood Centennial Bell Award, OPI, State Capitol, Helena 59620. For more information, contact Norma Ashby, 3233 3rd Ave. S., Great Falls 59405 (453-7078).

Bicycle Helmet Offer

Johnson & Johnson and Bell Helmets have teamed up to make available a quality low-cost bicycle helmet for kids.

The Bell "StreetRider" helmet (which can be used for bicycle riding, roller skating, skateboarding, and other outdoor activities) weighs only nine ounces and is adjustable to a variety of head sizes. The helmet (valued at \$39.95) can be purchased for just \$9.95 with four proof-of-purchase labels from J&J products. Send a self-addressed stamped envelope to Kid's Sports Helmet, P.O. Box 1126, Young America, MN 55394-1126 to request a mail-in certificate.

Balloons - An Environmental Hazard

Last fall, several Montana schools released balloons as part of their centennial celebrations. Balloon releases are an increasingly popular way of celebrating festive occasions; however, recent biological studies conclude they also are an increasingly serious environmental hazard. The Lewis and Clark Humane Society wants to share this information with Montana schools.

Although balloons seem to float off into space, they eventually burst and fall back to earth—sometimes hundreds of miles from where they started. This not only results in litter, it is also harmful to

animals, both domestic and wild. Mammals, fish, and birds often mistake balloons for food. Once ingested, balloons block the animal's stomach or intestines and cause a slow, painful death.

The Lewis and Clark Humane Society encourages schools to find other ways of celebrating special occasions. One suggestion—plant a tree.

Math Solution Workshop

Master teacher and author Marilyn Burns will present this workshop July 23-27, 1990 at Belgrade Middle School for teachers of grades K-8. Burns has created two series of math video tapes for use in the classroom. She has authored several books for teachers and students, including *The I Hate Mathematics! Book* and others. Cost of the workshop is \$260; stipends are available on a first-come, first-served basis. Contact Earlene Hemmer, Box 166, Belgrade, MT 59714.

Project WILD

Project WILD, an award-winning environmental and conservation education program sponsored by the Office of Public Instruction and the Department of Fish, Wildlife and Parks, offers workshops and curriculum materials for teachers K-12.

For information on organizing a workshop for your school or community, contact Kurt Cunningham, Fish, Wildlife and Parks, 1420 East 6th, Helena 59620; or Bob Briggs, OPI (444-4439).

Environmental Education Opportunities:

June 22-23: Project WILD workshop at Bowdoin National Wildlife Refuge near Malta. Credit available from Northern Montana College. Contact Gene Sipe (654-2863).

July 27-29: Aquatic workshop, Birch Creek Outdoor Education Center, near Dillon. Credit through Western Montana College. Contact Kurt Cunningham (444-1267).

August 8-11: Environmental education workshop, Red Lodge. Sponsored by Custer National Forest. Contact Will Clark (657-6361).

August 12-16: Conservation Education Association annual conference near Atlanta, GA. Contact Rusty Garrison (404-485-2831).

October 5-6: Aquatic Project WILD workshop, Fort Peck Lake. Credit available. Contact Kurt Cunningham (444-1267).

October 13: Environmental Education Workshop, National Bison Range. Credit from U of M available. Contact Marcy Bishop (644-2211).

Fall: Project WILD workshop, Big Creek Outdoor Education Facility, near Columbia Falls. Credit available. Contact Kurt Cunningham (444-1267).

November 2-7: North American Association for Environmental Education annual conference in San Antonio, TX. Contact NAEE Headquarters (513-698-6493).

Paleo School

The east slope of the Rocky Mountains has yielded many fossil specimens that have become world-famous keys to the secrets of paleontology. This summer, the Old Trail Museum of Choteau and the College of Great Falls will offer paleontology sessions for educators and others. Participants will work directly with the people responsible for the discovery of baby dinosaurs in the Choteau area.

Enrollment is limited; applicants will be accepted on a first-come/first-served basis. The sessions begin June 11, 1990, with new sessions beginning every other Monday. Last session begins August 6. Contact John Brandvold, Old Trail Museum, P.O. Box 919, Choteau 59422 (469-2314).

Summer House Exchange

A family of five from Maine would like to exchange homes with a family in or near (within a two-hour drive of) Missoula from July 9 through Labor Day, 1990. They offer an eight-bedroom, five-bathroom home with attached boat shop, two miles from the ocean, two and a half hours north of Boston. Two families could share this facility comfortably. For information, contact Reverend Robert Ives, Temaquid, Maine 04558 (207-677-3768).

It Took Vision



AFS Volunteer Ambulance Drivers of two World Wars shared a vision—peace through understanding. Today that vision is kept alive by AFS Student Exchange Programs in fifty nations. Share your daily life. Host or become an AFS exchange student.

Call 1-800-AFS-INFO

Selecting Textbooks

Continued from page 4.

reflect local needs and values, offering equitable representation of races, ethnic groups, sexes, age groups, and the handicapped. Examine materials closely to detect subtle bias.

Message design evaluation involves an appraisal of page layout. Does the page format facilitate learning? Are graphics close to corresponding text? The message design of all major components should be examined, including the text itself, teacher's edition, and

core supplementary materials (such as tests and major worksheets/workbooks).

Readability features to consider include headings, subheadings, treatment of new vocabulary, readability formulas, and proposed questions.

Characteristics of *considerate* and *friendly* texts include 1) relating good and frequent examples; 2) using analogies when necessary; 3) a human voice behind the ideas; 4) vocabulary assistance, with ade-

quate explanations; 5) illustrations; 6) organizing headings and subheadings; 7) sentence and paragraph coherence; 8) organizing strategies; 9) location of charts, graphs, and figures.

Interview professionals currently using the text; provide for onsite visits to other districts, structured telephone interviews, "kid-rating" to determine how students respond to the text materials.

Final decision. Summarize and

evaluate all data collected. Reflect on initial designation of an ideal text. Make a final decision.

Implementation. Selection of a text or text series is not the end of the process. Provide a model for implementing the text. Make suggestions for evaluating the text while in use.

Selected bibliography. If you would like a bibliography of textbook selection publications, contact June Atkins (444-3664).

—June Atkins, OPI Reading Specialist



CALENDAR

The following is a selection of professional enrichment opportunities and other events of interest to school personnel. For information about specific listings, address inquiries to the contact person noted.

JUNE

June 7-8: Board of Public Education Meeting. Helena. Claudette Morton (444-6576).

June 17-24: Second Montana Visual Arts Institute. Dillon. Eva Mastandrea, Western Mont. College (683-5949); Priscilla Fenton, MSU (994-5949); Kay Campeau, Bozeman (585-1673).

JULY

July 8: NDN: Applying Technology in Rural Education (ATIRE). Willamette University, Salem, OR. Ron Lukenbill, OPI (444-2080).

July 8: NDN: Technological Applications in Science Education Leadership, Marriott Residences, Norman, OK. Ron Lukenbill, OPI (444-2080).

July 11: 11:00 a.m.-1:00 p.m. MT Downlink sites: Restructuring to Promote Learning: Continuing to Grow (7 of 9). Ron Lukenbill, OPI (444-2080).

July 15: NDN: Preventing Injuries to Athletes. Seattle, WA. Dr. Stephen G. Rice (206-543-1550).

July 16, 23, 30: 1990 Advanced Driver Education, Lewistown. Terry Brown, OPI (444-4431).

July 22: NDN: Leadership Cadre for Dropout Prevention (LCDP). Willamette University, Salem, OR. Ron Lukenbill, OPI (444-2080).

July 22: NDN: Governance in a Democratic Society (GIDS). Willamette University, Salem, OR. Ron Lukenbill, OPI (444-2080).

July 25: 11:00 a.m.-1:00 p.m. MT Downlink sites: Restructuring to Promote Learning.

Staff Development (8 of 9). Ron Lukenbill, OPI (444-2080).

July 26-27: Certification Standards and Practices Advisory Council Meeting. Helena. Claudette Morton (444-6576).

July 30-Aug. 3: Law Related Education Institute, Helena. Linda Brandon, OPI (444-4402).

AUGUST

Aug. 6 & 13: 1990 Advanced Driver Education, Lewistown. Terry Brown, OPI (444-4431).

Aug. 8: 11:00 a.m.-1:00 p.m. MT Downlink sites: Restructuring to Promote Learning: Students at Risk (9 of 9). Ron Lukenbill, OPI (444-2080).

Aug. 12: Rocky Mountain Health Promotion Conference, Bozeman. Kim Nelson, MSU (994-4930).

Aug. 12: National Traffic Education Teachers Conference (ADTSEA), Portland, OR. Curt Hahn, OPI (444-4432).

SEPTEMBER

Sept. 24: 7th Annual Pacific Northwest Institute on Special Education Law, Portland, OR. Dr. James Affleck (206/543-7258).

OCTOBER

Oct. 11: Telecourse Conference '90, Miami, FL. SC ETV, Drawer L, Columbia SC 29250.

Oct. 16-17: Special Education and the Law Workshop, Billings. Sue Paulson, OPI (444-5664).

Oct. 17-19: MSBA and SAM Fall Conference, Billings. Julie Wood (442-2180).

Oct. 18: MEA Instruction and Professional Development Convention, Bozeman.

NOVEMBER

Nov. 1-2: Certification Standards and Practices Advisory Council Meeting, Billings. Claudette Morton (444-6576).

Survey Responses Still Rolling In . . .

Continued from page 1.

several even suggested charging a small subscription fee to help offset costs. (By way of explanation, *Montana Schools* was sent to each teacher in years past. Budget cuts at OPI changed that practice, and now distribution varies wildly from school to school.)

Format/Content. Eight people requested a livelier format; eight want color and/or more photos. Nine want a smaller size, and three people said they could do without the hand-blackening ink. Six people want more concise or livelier articles. Two people said articles are too "safe" and asked us to dig into some controversial issues.

Two others said we need a mission statement for the paper. Seventy-two said they like the paper just as it is.

To be or not to be? Twenty-five people expressed the view of these two respondents: "*Montana Schools* is the one source in the state that all educators have access to; it helps maintain the feeling that we are working together as a family." "This publication is our only statewide link—please continue publishing!" Four concise folks said, "Discontinue."

The Ideal Newsletter

If OPI were to launch a new

newsletter, people would like to see, in order of rank, the following items: a calendar of educational events, activities/projects in Montana schools, legislation and court decisions affecting education, current research/trends, commentary on education issues, OPI staff/services/projects, and activities/projects at schools outside Montana.

Most people would prefer a quarterly, tabloid-size newsletter.

Here are a few of the most often-mentioned suggestions for a newsletter that would best meet your needs:

- Teacher-written articles;
- Articles on practical application and impact of legislation;

- More articles on children at-risk, gifted and talented, special education, whole language, cooperative education, discipline, innovations;
- Late-breaking news;
- Grants information; and
- Print on recycled paper.

Once again, thanks to all who completed the survey! Your ideas are extremely valuable. For those who haven't returned a survey, see your librarian for the Spring 1990 issue of *Montana Schools*—we'd still like to hear from you.

—Sanna Kiesling
Montana Schools Editor

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